DOCUMENT RESUME

ED 311 611 EC 212 830

TITLE	Shortages in Special Education and Related Services Reported in the University of Maryland Surveys, 1982-83 and 1985-86. Information on Personnel Supply and Demand.
INSTITUTION	National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Nov 88
GRANT	G0087C305388
NOTE	8p.; Prepared by the Supply/Demand Analysis Center. For related document, see ED 244 428. Tables contain small print.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Ancillary School Services; *Disabilities; Elementary Secondary Education; Employment Opportunities; National Surveys; Occupational Therapy; *Personnel Needs; Physical Therapy; Preschool Education; Special Education; *Special Education Teachers; Speech Therapy; *Teacher Shortage

ABSTRACT

This document extracts information from two studies conducted by the Institute for the Study of Exceptional Children and Youth at the University of Maryland. The studies dealt with personnel shortages in special education and related services. The first study, by J. Smith-Davis, P. J. Burke, and M. M. Noel, gathered data for 1982-83. It reported that 22 of 54 jurisdictions (including states, territories, and the District of Columbia) experienced personnel shortages well into the school year. Only one state reported no category of shortage. The most universal shortages appeared in such services as occupational therapy, physical therapy, speech/language/communication, and emotional disturbance/behavior disorder. The second study, by M. J. McLaughlin, J. Smith-Davis, and P. J. Burke, focused on the 1985-86 period. It found that the most frequently noted shortage areas were in the same fields as in the 1982-83 study. In follow-up interviews, survey respondents in 14 jurisdictions indicated improved conditions over the 1982-83 situation, 13 reported worsening shortages, and the remainder reported no change. Two tables are included which indicate the areas in which personnel shortages exist, by jurisdiction and by 23 categories of special education services. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED311611

Shortages in Special Education and Related Services

Reported in the University of Maryland Surveys, 1982-83 and 1985-86

National Clearinghouse for Professions in Special Education
The Supply/Demand Analysis Center
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

EC212830

Shortages in Special Education and Related Services Reported in the University of Maryland Surveys, 1982-83 and 1985-86

Smith-Davis, J., Burke, P. J., & Noel, M. M. (1984). Personnel to educate the handicapped in America: Supply and demand from a programmatic viewpoint. College Park, MD: University of Maryland, Institute for the Study of Exceptional Children and Youth (pages 48-55, abridged). ERIC ED 244428

Table 1 displays responses on shortages of personnel for 1982-1983 by the states, territories, and the District of Columbia (referred to as "jurisdictions"). No numbers of needed personnel within categories are shown here or elsewhere in the Maryland report, because the purpose was not to establish a new national body count but, rather, to determine the kinds of personnel in shortest supply and the kinds of services most affected by personnel shortages.

Responses are noted with an X (overall consistent shortages), an R (consistent shortages in rural areas but not in urban areas), or a darkened square (severe needs across a jurisdiction). Among the 11 jurisdictions reporting shortages in all areas, the term ALL-R indicates that their shortages pertain primarily to rural locations and not necessarily to urban centers.

Among the 54 jurisdictions reporting, 22 experienced personnel shortages well into the school year (i.e., several months after school opened). These shortages could involve as many as a hundred open positions long after pupils had been enrolled and, in some cases, it was not possible to fill these openings with fully qualified personnel at any time during the school year.

The sole state to report no category of shortage was Michigan, possibly the state also most afflicted by economic downturns at the time the survey was taken in 1982-83. Reductions in education budgets, relaxed restraints on caseload and age-span requirements, reductions in force, and related regressive events concerning the fiscal situation led to fewer personnel needs, rather than more. That is why Michigan reported no outstanding shortages. Among some of the states that reported relatively few shortage areas, generic certification may have clustered most personnel needs under one heading, and this may have made sizable shortages appear slight. In other cases, the demand for personnel may be somewhat muted by the fact that many school districts are far from full services for students with certain handicaps or at particular age levels.

The most universal shortages of personnel appeared in related services, as composed of occupational therapists (with shortages in 37 jurisdictions) and physical therapists (with shortages in 36 jurisdictions). Under-supplies of

EC 212830

personnel in speech/language/communication and personnel in emotional disturbance/behavior disorders also presented themselves as serious national needs. Among the 54 jurisdictions in this survey, 33 reported consistent shortages of personnel to educate emotionally disturbed/behaviorally disordered students and, in 12 of these jurisdictions, shortages were termed extremely serious. When coupled with shortages in severe emotional disturbance (including autism) reported by 28 jurisdictions (with extremely serious needs reported by 5), the findings suggest that mild to severe emotional disturbance is the single most vulnerable program area in special education where manpower is concerned. Since only two jurisdictions reported the absence of preparation programs in emotional disturbance/behavior disorders and nine reported no preparation in severe emotional disturbance, the extreme shortages of personnel suggest a problem of low production by existing preservice programs, as well as the possibility that not enough preservice programs are operating in this disability area.

Handicaps in speech/language/communication represent the second largest disability category as reported from federal data, and more than 1.1 million children and youth were receiving these services during the 1981-82 school year. At the same time, 33 of the 54 jurisdictions surveyed reported consistent shortages of speech/language clinicians or therapists, and five jurisdictions regarded these shortages as severe. On the other hand, only three jurisdictions reported no preservice programs for speech/language personnel. Because many states use the standards of the American Speech, Language, and Hearing Association for credentialing and certification, and because these standards are stringent and require a high level of training, the manpower needs reported may, in part, indicate that the Association's quest for quality may limit the number of personnel from which to choose (but may also increase the likelihood that most, if not all, of those to be selected are competent). Yet another factor that deserves to be considered is that layoffs of speech/language personnel had occurred in a few jurisdictions. Some surpluses of speech/language personnel existed in a few locations as a result of reductions in force and other reorganizations brought about by fiscal cutbacks. Among the most widespread shortages reported in this study, speech/language personnel represented one of two shortage areas that was also reported as a surplus.

Aside from severe emotional disturbance (including autism), the most severe handicaps subsumed in this study are severe retardation and related handicaps (noted as SPH) and multiple handicaps (including deaf-blind children and youth). If one combines the number of jurisdictions reporting shortages in severe retardation and related handicaps (N=29) and multiple handicaps (N=25), what emerges is potentially widespread under-service for these low-incidence groups, which were original targets of intense personnel preparation with the enactment of Public Law 94-142 in 1975. As of 1982, ten jurisdictions reported no preservice program nor training track pertaining to severe retardation and related handicaps, while nine reported none for multiple handicaps.

Personnel for educating handicapped students in junior high schools, middle schools, and senior high schools also emerged as a major need, as reported by 29 jurisdictions. Part of this shortage stems from the fact that special education has traditionally focused on younger children, and the emphasis on secondary programming is relatively new, having received stimulation from the passage of Public Law 94-142. This factor influences manpower supply and demand in two ways: it reflects a new emphasis on secondary instruction, which creates a greater demand for personnel, and it reflects higher education's continuing lack of

emphasis on specific preparation for secondary education of the handicapped, which perpetuates the under-supply of qualified personnel. When coupled with shortages of vocational special education personnel reported by 16 jurisdictions, the entire secondary arena becomes one of great concern in terms of manpower supply and demand.

Under-supplies of personnel in vision (N=25 jurisdictions) and hearing (N=23 jurisdictions) were also reported. Preservice training in vision was lacking in 23 jurisdictions and preservice training in hearing was absent in 12 jurisdictions at the time of the survey.

Among the remaining areas of shortage reported for 1982-83, personnel for learning disabilities represented the greater demand. Learning disabled students represent the largest handicapped group and its numbers were suspected to still be growing at the time of the survey. As redefinitions and redistribution of services occur, a different supply and demand picture might emerge. Moreover, Arizona reported some small surpluses of learning disabilities personnel, brought about by recent measures to increase the case loads of these teachers.

The supply of personnel for bilingual special education is a serious problem in 16 of the 54 jurisdictions and is particularly acute in New Mexico and Texas. In the case of Texas, no preparation program was operating in bilingual special education at the time of the survey, but several federally funded training projects were underway; the Texas spokesperson stated that these projects alone cannot begin to meet the need. In the case of New Mexico, where a non-Anglo culture (the Mexican-American population) dominates, there was no bilingual special education personnel preparation program at the time of this survey.

. . . . .

McLaughlin, M. J., Smith-Davis, J., & Burke, P. J. (1986). Personnel to educate the handicapped in America: A status report. College Park, MD: University of Maryland, Institute for the Study of Exceptional Children and Youth (pages 35-37, abridged).

Table 2 shows results of the 1985-86 survey in terms of shortages of personnel. Respondents were asked to review the information provided in 1982 and to update the status of personnel in their individual jurisdictions. As in 1982, the intent was not to establish a national body count but to provide a picture of where personnel shortages or surpluses appear to be prevalent.

The most frequently noted shortage areas were in the relates services and speech/language. Forty-seven jurisdictions reported shortages of physical therapists, while 46 indicated a shortage of occupational therapists. Next in frequency of reported need were speech and language personnel (reported by 41 jurisdictions), followed closely by teachers of the seriously emotionally disturbed and behaviorally disordered (40 jurisdictions). The area of the severely handicapped was reported as a shortage by 33 jurisdictions, with 26 reporting shortages in the multiply handicapped area. Among classroom personnel, shortages were also reported in early childhood by 32 jurisdictions; these were particularly critical in states that had recently expanded services to younger populations. Ten jurisdictions reported shortages in all categories, while eight reported rural shortages in every personnel category.

Overall Special Education Shortages/#7

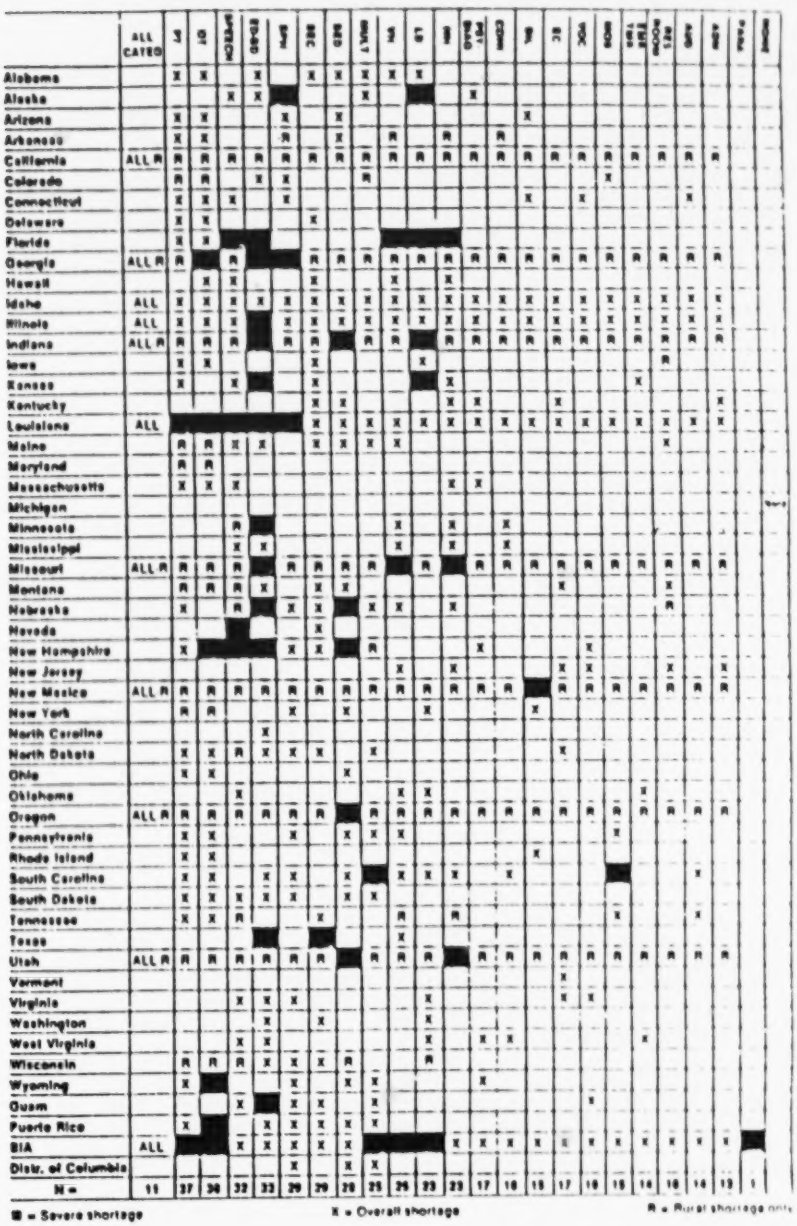
In the follow-up interview, respondents were asked to comment on the relative improvement or worsening of the personnel situation in their jurisdiction since 1982. In addition, current information was compared to that presented in the first report, and jurisdictions were rated as "same," "improved," or "worse." Jurisdictions rated as improved reported fewer shortage areas or indicated that personnel shortages were less critical. When a jurisdiction reported shortages in more categories or more critical shortages in certain areas, the situation was judged to be worsened. In the follow-up interview, 14 jurisdictions indicated improved conditions and 13 reported worsening shortages. In the remainder, personnel situations were reported to be unchanged. Six additional jurisdictions reported experiencing personnel shortages in all categories at the time of the follow-up survey, while only one state was added to the "all rural areas" shortage list.

KEY TO TERMS USED ON TABLES

PT	Physical therapists
OT	Occupational therapists
Speech	Speech therapists
EH/BD/ SED	Emotionally handicapped/behaviorally disordered/severely emotionally disturbed
EC	Early childhood educators
SH	Severely handicapped
Psych	Psychologists
VI	Visually impaired/blind
LD	Learning disabled
Sec	Secondary educators
HI	Hearing impaired/deaf
Multi	Multiply handicapped
MR	Mentally retarded
Voc	Vocational educators
Aut	Autism
O & M	Orientation & mobility
Res	Resource room teachers
Soc Wk	Social workers
Bil	Bilingual
D/B	Deaf/blind
Aud	Audiologists
COHI	Crippled & other health impairments
Gen	Generic
Admin	Administrators

This document was prepared pursuant to Grant No. G0087C3053-88 with the U.S. Department of Education. Office of Special Education and Rehabilitative Services. Agencies undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent offical Department of Education position or policy.

Table 1. Shortages of Special Education Personnel Reported in the University of Maryland Survey for 1982-1983.



■ = Severe shortage X = Overall shortage R = Rural shortage only

BEST COPY AVAILABLE

Table 2. Shortages of Special Education Personnel Reported in the University of Maryland Survey for 1985-1986.

	All	LD	ED	Speech	EH&D SED	MR	DC	Psych	VI	D	SLC	HI	Head	VR	Phys	Aut	O & M	Aud	Soc Wk	Bil	Dis	Aud	COMI	Gen	Adm	Tran
Alabama	All R			X	X					X																
Alaska																								X		
Arizona		X	X	X	X	R	X		R				R										R			
Arkansas				X	X	X	X		X				X			X	X	X			X	X				
California		X	X		X	R	X		X	X	X					X	X	X		G		X				
Colorado	All R													R												
Connecticut	All C																									
Delaware		G	G		X				X	X	X			X												
Florida	All R	G	G	G	G				X	G						X				G	X					
Georgia	All R			G																						
Hawaii		X	X	X					X		X	X			X					X		X				
Idaho	All C																									
Illinois		X	X	G	X			X					X		X				X							
Indiana		X	X		X			R	X	X	X	S	S	X	X	X	X	X				S				
Iowa		X	X		X	X	X	X		X	X							X								
Kansas		R	G	G		G		G	G	X		G	G	G		S	S						S		S	
Kentucky		X	X	X	G	X		X	X	X	X	G		X	X	X	X				G		S	X	X	
Louisiana					X	X																				
Maine	All C				G					G																
Maryland		X	X	R		R	G																			
Massachusetts		R	R	R																						
Michigan		X	X		R			X			G				X				X							
Minnesota				R		R	R	R	R			R					X		R		X					
Mississippi				G														X								
Missouri	All R	X	X	G	X	G			X			G														
Montana		X	X	X	X		X	R			X		X									R		X	R	
Nebraska		X		G	G	X	X		X		X	X	X													
Nevada	All C																									
New Hampshire			G	G	X		X			X	X		X	X												
New Jersey		X	X				X									X										
New Mexico	All C			G						G			G													
New York		R	R			X				X						X					X					
North Carolina	All C			G																		G				
North Dakota		X	X	X	X		G	R																		
Ohio		X	X			R				G																
Oklahoma	All R								X				X								X	X				
Oregon	All R					X			X							X					X		X			
Pennsylvania		G							X							G				G						
Rhode Island		X	X	G													X									
South Carolina		X	X		X							X										X				
South Dakota		X	X		X	X		X					X			X					X					
Tennessee		X	X	X	X	X		X	X										X							
Texas					X				X		X			X	X					X						
Utah	All C			G	G																					
Vermont				X									X													
Virginia		G	G	G	X			X		X		G		G												
Washington	All R										X															
West Virginia		X	X	X	X				X	G	G	X		X												
Wisconsin		X	X	R	G		X			R	G															
Wyoming		R	R								X					X										
Guam	All C										G															
Puerto Rico		G	G	G		X		G																		
BIA	All C	G	G																							
Dist. of Columbia																										X
N. Marianas		X	X	G	G	G		G													G					
American Samoa		G	G	G				G											X							
Virgin Islands	All C	G	G	G																						
TOTAL		47	44	41	40	33	32	32	32	30	30	29	28	28	26	25	25	24	23	23	25	22	21	21	21	2

*The Key for abbreviations in this table is provided below

All C = The jurisdiction has shortages in all categories
All R = The jurisdiction has shortages in all categories in rural areas

X = All areas of jurisdiction
R = Rural
G = Severe

November 1988

Overall Special Education Shortages/#7

BEST COPY AVAILABLE